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ABSTRACT

Building an appreciation and respect for others is an important educational goal in an increasingly global society. Several methods can be used to promote these goals such as cross cultural teacher training and hiring culturally diverse teachers. Cultural competency can help both mainstreamed and culturally diverse students, and role modeling is an effective method to use in teaching students cultural competencies. Thus, obtaining culturally diverse employees should remain a priority until all teachers can be trained to teach from a multicultural perspective. The task of recruiting, selecting, hiring, and retaining culturally diverse educators, however, poses special problems for most personnel offices. Cultural competency among many teachers may be limited by their desire to learn, and their pedagogy affected by whether they value diversity or not. Generally K-12 hiring practices can be classified as: best qualified, affirmative action, or otherwise qualified. All of these are in accord with equal employment opportunities if practiced properly. Through a variety of occupational adjustment, professional development, and intervention strategies, school districts may be able to retain higher percentages of the culturally diverse educators they hire. The situation in the Worthington (Ohio) City Schools illustrates the need for using equalization formulas to protect culturally diverse employees. A chart explaining these formulas is included and "Exemplar Recruitment/Retention Plans for Culturally Diverse Educators in the State of Ohio" is appended as well as copies of news articles. (Contains 20 references.) (ND)

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ED 403 232

"The Recruitment, Selection, Occupational Adjustment, Development and Retention of Culturally Diverse Educators: A Mandate For Inclusion in the Academic Professions."

Presented by P.R.West,

Worthington City Schools, Worthington , Ohio

Keynote address: DLAMC Fall Seminar on *Recruiting Minorities into the Profession: Strategies that Work*

Saturday, November 5, 1994

Ohio Education Association

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P.R. West

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Greetings. Before fully engaging in the text of this speech it is best that I give you the good and the bad news early on. As for the good news, I suggest that you do not take any notes during this session. I will provide copies of multiple plans from districts around the state of Ohio that may serve as a blueprint of progressive employment efforts around the state. Additionally, I come to you today not to preach, pontificate, or present either vague theories or historical summations of mass volumes of data. To do so might confuse all of us more in reference to employment strategies that may work in attracting and retaining culturally diverse educators. Yet, part of my efforts here today include charging you with the responsibilities of going back to your respective school districts, colleges of education, unions, or other places of activity whereas you may serve as a catalysis to stimulate ideas, provoke discussion, and possibly work towards changing the policies that govern employment practices in K-12 education. Furthermore, nor will I bombard you with abstracted data from "rape models of research" Lather (1986) quoting Reinharz (1979) that suggest there are sole exemplars of successful employment policies and practices that can work in all districts. Such generalizations should not be made for every school district and every school district's problems are different. The uniqueness of these individual situations should be taken into account when establishing policies and practices that affect employment.

The conclusion of the good news inevitably will lead to the bad news: for those of you either hoping to or anticipating obtaining a single formula for successful employment strategies you may be disappointed. Nevertheless, by the end of this session, I hope you will have some ideas and strategies that may assist

you in diversifying your school district's staff and policies which may in turn be helpful with your hiring efforts.

The subject of a reoccurring need to find a long term solution for teacher shortages of culturally diverse educators will also be addressed, not only as a policy issue, but with the dawning of the 21st century and in the age of multiculturalism within a global society, employment policies and practices become a pedagogical issue. (Bailey, 1994; Cortes, 1993; Hunter-Boykin, 1992; Witty, 1982). Those in 'gate keeping positions' should know that doing the right thing for the right reasons may open up Pandora's Box in reference to their respective board of education's policies, practices, decision making, or all of the above.

For those of you in positions of influence, I particularly would like to remind you of the old adage: "If you are not part of the solution, you are part of the problem." In some instances, my suggestions will charge you with not pleasing everybody, and I insist that on such issues you do not hide or straddle the proverbial picket fence in between either extreme. Last but not least, I suggest that some type of positively directed action is better than no action at all. By empowering oneself and possibly a staff into progressive methods of recruiting and hiring culturally diverse educators is far better than any form of ineffective or non-directive action, and especially intentionally neglectful action. Hopefully, with the interest of children in mind, you will tackle this issue with both compassion and understanding in regards to all of the parties involved.

Much of what I will say today comes from some of the limited personal professional experiences I have had as an employee in four school districts in three midwestern states. If I reflect back further than the seven years I have been a professional, e.g., my initial teacher training, I could include a fourth state, and

from my student teaching experience, a fifth public school district. Thus, from being around the block as both an employee and as a job-seeking applicant in over 150 districts nationwide during the past nine years I have gained a few insights in reference to this process.

As a primer, let me mention that I have a tendency to get comfortable when I speak. My references to 'representative tokenism,' politically correct 'double-talk' between the personnel office and the board policy manual, and a perspective's sense of 'false consciousness' will not be utilized to confuse you. These terms as defined from contextual usage are given to illustrate the frustration and polar opposition stockholders like applicants and employers see while looking through the same tunnel from different sides.

For those of you who feel I am needlessly wondering, let me give you an outline of the points I will either reference or discuss. First, I will preview historically the importance of obtaining culturally diverse staff. Then, I will review a few statistics that will illustrate the demographics of K-12 educational populations (student and teacher) for the most recent twenty year block for which the data are available. Afterwards, I will highlight the areas of recruitment and selection. I will reference what many consider the end result, hiring and as an extension of the hiring process occupational adjustment and professional development. Last of all, I will discuss the retention of culturally diverse educators as the end of the collective employment process. Following these sections I will discuss basic myths or multiple realities in reference to stereotypical conflicts and problems in each of the aforementioned areas through two hypothetical scenarios (the selection process and reduction-in-force, hereafter RIF policies). Last but not least, examples of current plans for diversity are in the packets. Additionally, due to the conceptual or conflictual nature of the balance of

this presentation we will allow a few minutes for both questions and answers at the end of this presentation.

The Importance of Diverse Educators

Assumption # 1: Role modeling is an essential element of teaching.

Historically, African American (and I suspect most culturally diverse educators who teach in systems with a sizable representative population) were relegated to teaching their own (ethnic) students before the 1954 case of ***Brown vs. The Topeka Board of Education.*** (Witty, 1982). For Latino/Hispanic peoples, civil rights organizations like La Raza, MALDEF, and LULAC have pressed for curriculum and employment concerns for their people. (Spring, 1994).

"They (African American educators) also assumed more than an average amount of leadership and role modeling in the black communities." Hilliard (1980) as cited by Witty. Thus, early use of the diverse educator were socially limited and premised on the functions of demographic needs for teacher modeling.

With the advent of desegregation in the 1950's and 1960's, many culturally diverse educators who integrated into mainstreamed systems adopted assimilative teaching practices to continually perpetuate the homogenized views of the mainstream. Educators who did not assimilate were generally weeded out. (Etheridge, 1979; Witty, 1982; Waters, 1989; Hunter-Boykin, 1992).

Today, in a global society, it is imperative that all children are exposed to educational leaders of all races and nationalities. Community values has historically had (via local control) and will continually have a powerful impact on the hiring practices of any district. Nevertheless, exposure via a diverse workforce

will increase mainstreamed students contact with others. Diversity, in all probability, will impact other areas of schooling as well, such as curriculum. This is why an increase in culturally diverse educators employed even in mainstream systems becomes pedagogically important. Having an understanding, having the experiences, and having the services of a protected class status classified educator becomes a bona fide occupational qualification. How/Why? Many mainstream teachers and administrators suggest that they cannot teach from diverse perspectives. Others refuse to teach their respective subject areas in a multicultural manner because they say they were never taught either the content or the methods. Even when resources are available, many mainstream teachers refuse to utilize such. The above examples are not valid excuses for inappropriate teaching practices, yet this highlights the value of having culturally diverse educators in the workforce.

One solution for this crisis is to provide professional development in cultural foundations that will develop the cultural competency and cultural coping skills all teachers should have. This should be a priority to insure the well-rounded development of all, and especially mainstreamed, students. Furthermore, "in a multiethnic society multicultural education is not a frill; nor should it merely provide enrichment. Multicultural education needs to become an essential element of educating children for a multiethnic future and developing the inter group understanding that such a future requires. (Cortes, 1993). Yet this is difficult to achieve when one does not believe in the core values of diversity and plurality. Undoubtedly, support for white privilege has in some instances, established subtle norms. Thus, once again, hiring becomes the focus; not because mainstream teachers cannot learn such skills, but many mainstream teachers in mainstreamed

environments will not adopt such practices until it becomes politically correct to do so.

The interaction of culturally diverse teachers with mainstreamed students helps develop a toleration/acceptance of all people through the practice of constructive engagement. Constructive engagement is defined as the ability to work with all people for a specific purpose. In a global society, "the absence of a representative number of minority teachers and administrators in a pluralistic society is damaging because it distorts social reality for children. Schools are intended to help children develop their fullest potential, including their potential to relate to all other human beings in a manner which is free and constructive. To the extent that schools present and perpetuate a prevailing attitude of society that fails to take advantage of all human talent, the growth of every child is stunted." (Witty, 1982). Thus, culturally diverse educators serve as role models for mainstreamed students as well as other culturally diverse students. "Representation for socialization, a major function of public schools, is the process by which children/adults are prepared to occupy various roles in society. (Harris et. al., 1992, pg. 158). Ethnic role modeling is important because it may assist students in breaking down negative stereotypes mainstreamed students may have with people different from themselves.

The Recruitment of Culturally Diverse Educators

I will not focus on the "how to's" of recruiting. My intent with this section is to list either common sensible practices which may be overlooked, or discuss a few of the many innovative options some districts utilize to recruit culturally diverse applicants.

The recruitment of culturally diverse educators parallels all other recruitment efforts -- that is, the effort invested in recruitment activity starts with an assessment of either current or projected personnel needs for the district. One underlining principle which is often overlooked is that recruits should come from all available sources, including consortiums and other informal networking arrangements. This is an aspect that I believe I need to mention, because often, as an analogy to situational ethics, some recruitment efforts will not mirror the total panel of options available, partly due to the economical restraints calculated by a cost benefit analysis and declining budgets, and in other situations, because it is not the convenient, environmentally feasible or politically correct thing to do.

However, before going into strategies, let me pose a hypothetical conflict to illustrate various influences on the recruitment process. Conflict # 1. Employers say: I can not find any culturally diverse applicants. Culturally diverse applicants says: "Those people are not going to hire me." or "They do not want me there." The reason I bring this up is because this demonstrates how two people with the same goal in mind, placement, may miss each other. This is what I call false conscientiousness. In both instances, there may be shades of truth based on individual experience. But this is not the case in all situations. Additionally, the reference to supply and demand also illustrates the point that recruiters must recruit for culturally diverse educators in one of two arenas: 1.) at the colleges they attend, or 2.) where they work as professionals.

Formal recruitment efforts and activities may include, sending materials to college placement offices, attending college fairs, utilizing alumni contacts, posting for positions in culturally diverse press outlets and professional journals, negotiating to contact teachers in other districts who may be laid off due to downsizing, pooling sharing from the data banks of several area school districts

and referrals from other school districts. These are just a few short-term strategies that can be used. One long term strategy many districts have turned to are "home grown" efforts. Market and placement research indicate that the two most likely places graduates will seek employment are where a student attends college and his/her home town. Thus, home grown plans allow districts to locally, over a period of years, attract professionals from their former student populations who chose education as a profession. Nevertheless, regardless if a district utilizes short-term or long-term strategies, low-budget or high budget activities, or high tech campaigns one fact remains the same when recruiting culturally diverse educators: in a competitive environment, school districts seeking culturally diverse educators must not only go to where they are at, but if it is a district with few culturally diverse educators present then these districts need to go out of their way so that the prospective employee will feel welcomed and supported. (Please see Appendix A for an sampling of exemplars from around the state.)

The recruiter/applicant conflict also highlights the dependence both parties have on others involved in the hiring process, namely the gatekeepers of the selection process. Thus, despite the efforts of the recruiter, applicants cannot become employees unless the selection process is altered to counter bias and negatively grounded assumptions and other barriers culturally diverse educators may face. (Okocha, 1994).

During the selection process, many factors are taken into consideration in the selection of the applicant. School board policy and practices exert a strong influence because it dictates what can and cannot be done. Most K-12 educational hiring policies and practices can be classified in one of three categories: 1.) best qualified, 2.) affirmative action, or 3.) otherwise qualified. All three policies and practices avail themselves to equal employment opportunities if practices properly.

Yet, many people do not understand the distinctions among the second and third offerings.

Many mainstream educators fear affirmative action. They believe affirmative action programs gives unfair and preferential treatment to the culturally diverse or otherwise protected class designated applicant. Affirmative action programs simply intend to recruit and hire culturally diverse applicants who are qualified. The directed purpose of this offends some mainstreamers because many mainstreamed personnel believe in the practice of white-privilege. If you assume the best qualified means or reflects people like the mainstream, this threatens the vested right you as a mainstreamed applicant may believe you have in a job. A mainstreamed educator's reality of affirmative education means affirmative action may make a protected class designated individual eligible when ordinarily the applicant would not be considered. This is highly unlikely to occur in any of the three categories even when race is deemed to be a bona fide occupational qualification. The reason why is because in public education, one must be certified in order to become properly credentialized to practice. In states where standardized exams (e.g.: NTE, PPST or some state certifying exams) are used, cut-off scores are not waived or modified due to race. Yet this is an example of the myth mainstreamers believe: less qualified culturally diverse applicants will become eligible solely because of their culturally diverse background. What these mainstreamed adversaries fail to realize is that affirmative actions plans are either voluntarily designed, or judicially or executively ordered due to documented imbalances, prior discriminatory practices or policies under some type of reconciliation agreements. Thus, directive efforts are made to recruit culturally diverse educators, yet this does not mean unqualified applicants will become qualified by virtue or race.

Similarly, the otherwise qualified standard will not make someone qualified because of protected class status. Under the otherwise qualified practice, preference in hiring selections shifts to a culturally diverse (or other protected class) applicant when several qualified applicants, both mainstream and culturally diverse are available.

With these distinctions being made, I can now direct your attention to other influences of the selection process. In short, I can list these influences as community values, Esprit de Core, and function/purpose.

In many school districts, applicants go through multiple screening processes before they are selected for a job. Documented paper credential review includes transcripts, the application, recommendations, etc. The latter stages generally include a person to person or person to group interview.

In either case, answers the prospectus applicant may give will be analyzed to see if they match with the purpose of the institution and the values of the community. For example, earlier I made a comment that during the 1950's, 60's, and 70's many consolidated districts released culturally diverse staffers. Yet, many who demonstrated mainstreamed educational beliefs, professional practices, and values had a better chance of being employed or retained in these systems. Even today, culturally diverse applicants who display submissive contentment and gratitude for their jobs are often hired. Those who affirm the status quo have a better chance. And those who will challenge their hiring as occasions of representative tokenism are identified as potential problems and may not be as likely to land a job. Hence, community values and cultural orientation can impact the selection decision.

Some of you may not think that cultural orientation will be a barrier to employment. Before I was hired in Worthington, I received a call from a former

principal I worked under while I taught in the Chicago Public Schools. She told me: "I sure hope you get that job, you must really be close." I asked her what transpired during her conversations with the district administrators who confirmed my references. She said: "This woman[1] called me for an hour during primetime. She kept asking me the same question over and over again, yet in a different way. Finally I just told her look, the Chicago Public Schools is a majority minority school district. The school he taught at is 99.9% Black. If you want to know how Mr. West interacts with white children, you need to contact his next employer, The Omaha Public Schools."

Selection decisions are also based upon predictors of success. One main indicator used in the interviewing process as a barometer of measurement includes the applicant's ability to fit in. How many times have you been on a selection panel and heard: *"I don't know what it is, I can't pin point it, but he/she is so, . . . well, . . . different?"* Do questions like these illustrate the insecurity and heightened sensitivity people have when applicants look different from them? I'd suggest so.

Community values have both an impact during entry (during selection) and in some instances upon exit. However, the following rule should be utilized when reviewing public policy as it relates to practices in hiring and retention.

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[1]The third person reference was utilized in an attempt to be anonymous -- to no avail. After working in the district a little while and by having close contact with other employees in central office it did not take long to figure out who called. What disturbed me most about this isn't that the call was made, but this type of situation highlights the question marks which follow culturally diverse educators like a cloud overhead. I am not aware of reverse situations where mainstreamed applicants are not given the benefit of the doubt as a professional in regards to their ability to work with culturally diverse children. This double standard creates part of the intuitive false conscientiousness syndrome culturally diverse (CD) applicants may feel when applying to mainstreamed districts. Furthermore, after casually talking with other CD educators in the district, I recognized that most CD veteran teachers had prior work experience in mainstreamed environments. Successful experience in mainstream environments seems to be an off the book prerequisite 'fit-in' test for CD educators seeking employment. Additionally, most, if not all of the CD educators who were hired directly out of college attended mainstreamed institutions.

Rule #1 -- If you are going to talk the talk, you have a moral and binding obligation to walk the walk. This means when policy is set or core values are espoused: e.g., "We believe in diversity." then provisions should be made to protect the culturally diverse staffing gains (proportionately) the best one can. Like the English language, this means finding situational exceptions to some standard rules. This should occur even in crisis situations, and this is why occupational adjustment and professional development greatly affect the retention rates of culturally diverse employees.

Suffice it to say, it is not enough for any mainstream district to feel their responsibility is complete in hiring a few culturally diverse educators. Making sure these individuals are comfortable and prosper will pay dividends in the future. Some may ask, shouldn't we do this with all employees. I would certainly say yes. However, when culturally diverse educators are few in number they may feel isolated and like an extensioned limb as opposed to the core or torso of the educational enterprise. Acceptance plays a substantial part in the comfort level diverse educators feel in such an environment; and professional support will insure the professional development needed to help these educators grow.

Last but not least, I will discuss the retention of culturally diverse educators in mainstreamed districts. One reason I have constantly directed this speech towards mainstreamed school districts is because most of the school district across this state are mainstreamed. Even the few central city and small town districts which are majorily composed of culturally diverse students and educators can, however, benefit from these suggestions.

The retention of CD educators poses a problem for most mainstream districts. In some instances, these problems are anticipated. Yet, despite the reasons, retention can be increased if a total systemic hiring process is followed

which allows for securing a few more CD educators than needed to balance student/teacher ratios and by protecting CD educators in times of crisis. Thus, I will not focus on the reasons affecting retention like change of careers, relocation, marriage, or moves due to a CD educator's quest for career advancement. I will focus on involuntary areas that affect retention among CD educators in mainstream districts like tenure and specifically, seniority systems.

Mainstream districts should waive seniority rules when it comes to retaining culturally diverse educators in times of crisis like financial exigency if the community values of the district or school board policy identify diversity as a core concept and education which is multicultural in nature a key component of 21st century learning objectives; or, if CD student/teacher proportions are imbalanced. A review of the following situation in a local school district[2] will illustrate the need for using equalization formulas to protect CD employees.

Student/Teacher Demographic Profile for the Worthington City Schools

Student Demographic Profile **(AY 1994-95)**	*Staff Demographic Profile*
9,535 Caucasian Students of 10,766[3] total = 88.56%	724.39 Caucasian certified FTE's of 762.19 = 95.04%
64 Latino students of 10,766 total = .64%	9.4 Latino/Hispanic certified FTE's of 762.19 = 1.2%
700 Asian students of 10,766 total = 6.5%	5.4 Asian certified FTE's of 762.19 = .71%
460 African American students of 10,766 total = 4.27%	19 African-Amer. certified FTE's of 762.19 = 2.5%
7 American Indian students of 10,766 total = .07%	0 American Indian certified FTE's of 762.19 = 0%
Totals CD Students: 1,231 of 10,766 total = 11.48%	**Certified CD FTE's: 37.8 of 762.19 = 4.96%**

[2]Local press accounts (This Week in Worthington, The Suburban Press, The Columbus Dispatch) and school district public records [Worthington City Schools, Worthington, Ohio] have disclosed that up to ninety certified FTE's of 762.19 FTE's will be released due to financial deficits if the November 8, 1994, levy issue fails. The majority of certified employees have been identified and notified (75 employees comprising 60.67 of the 90 FTE positions anticipated by the layoff.) The outcome will be determined later this week during elections. If the school district passes the levy, the previously notified certified employees noted above will not be released. However, if the district's levy issue fails, all employees accounted for in the examples calculated will have their contracts suspended retroactively based upon prior board approval on September 26, 1994.

[3]This number does not include in the tally the 35 Pre-K children the district serves.

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Disparate Impact Guide*

(current cuts only).

FTE Count	%	FTE loss	% of pop.	% of total
Mainstream: 724.39/762.19 total =	95.04%	54.87 via RIF =	7.57% MP	7.2 TP
CD Educators: 37.8/762.19 total =	4.96%	5.8 via RIF =	15.34%CDP	.76TP
CD/Mainstream Differential			7.77% > CDP	6.44MP

DIG Summary: The current cuts have a higher proportional impact among CD educators as a whole. CD educators would lose 15.34% of all of their FTE positions vs. 7.57% for mainstreamed educators for a 7.77 differential. Is this disproportionate for the total number of FTE's affected? Yes, for mainstreamed personnel. Rationale: Since the total percentage of CD FTE positions affected total .76 the 7.2 mainstream figure seems high. The mainstream figure is an inflated figure and the CD figure is statistically suppressed because of the overall percentage of mainstream vs. CD educators employed by the district. Additionally, tenure protects as a whole mainstream educators who did not have barriers to employability like CD educators did in the past. The historical preference for hiring mainstreamed educators should negate the displacement factor of mainstreamed educators today. Can adjustable solutions be made? Yes. Do the figures illustrate an imbalance between the numbers of CD students and educators? Yes. What practices does the district follow in regards to hiring: a combination of the otherwise qualified and best qualified practices. Did the district set diversity as a district goal in the 1992 Strategic Plan? Yes. Is cultural awareness and competency an important educational objective all graduates should have? Yes. How do we know this? The district has a set of ten learner outcomes one of which states: "I am a culturally aware person."

Does the district have a legitimate reason for release? Yes. Was it arbitrary? Yes. What is it based upon? Seniority as negotiated in the board agreed contract. Why is this arbitrary? Because CD educators as a whole (percentage wise) have not, for the most part, made up a substantial or proportional part of the district's employee force. When unions negotiate last hired first fired policies, they fail to take into account vestiture of past discrimination that may have prohibited CD educators from being employed. Since many CD educators have been discriminatorily denied access to gainful employment in mainstream districts like Worthington, the negotiated terms of the release will have a disparate and disproportional impact on the CD educators within the system.

Why should the district care about this today? Assuming the district practices do not prohibit and frighten CD educators away, the district must view current educational goals, teacher/student demographics, and moral obligations (from espoused policy) to insure a quality 21st century education for all students. Will this have a reverse discrimination affect? At most, only in a limited manner. How? Because the proportion of CD educators who could benefit by such a shift in policy would amount to less than .5% of the total FTE certified staff. Should any guidelines be set? Yes. Like any other decision affecting employment, the decision should not be arbitrary. Suggestions: Any of the following equalization formulas.

General Equalization Formulas for the Retention of Culturally Diverse Educators under RIF Conditions Enacted Due to Financial Exigency

The Additive Equalization Formula

Average number of service years for mainstream FTEs
- Average number of service years for CD FTE

Differential _____ number of service years

Add differential of service years to all CD educators under the mainstream average
Re-calculate number of mainstream and CD FTE's affected by seniority clause for RIF purposes.

The Proportional Equalization Formula

Use current number of CD and mainstreamed FTE's to be RIFFED
Balance the within group membership percentages so they are within (+/-) 1% point of each other
(e.g., CD FTE's % would decrease from 15.34 to between 6.57 and 8.57%).

The Equalization of the Equalization Formula

Use a combination of both formulas above.
Follow steps of the PE Formula first.
Then follow the AE Formula only if the student and teacher populations are within (+/-) 1% point of each other for balance.

Conclusion

Inasmuch as the function of public education includes socializing children and adults into acceptable practices within society, building an appreciation and respect for others is a 21st century learning objective necessitated by a global society. Multiple methods can be utilized to promote success of these educational goals like training teachers to be cross cultural and hiring CD teachers as models for constructive engagement. Due to the nature of teacher resistance, cultural competency among many teachers may be limited by their desires to learn. Likewise, their pedagogy is affected if a teacher values diversity or not. Cultural competency can help both mainstreamed and culturally diverse students, and role modeling is an effective method to utilize in teaching students cultural competencies. Thus, obtaining CD employees should remain a priority until all teachers can be trained to teach from a multicultural perspective.

The task of recruiting, selecting, hiring, and retaining CD educators poses special problems for most personnel offices. Through a variety of occupational adjustment, professional development and interventional strategies, school districts may be able to retain higher percentages of the CD educators they hire. Additionally, with the use of equalization formulas, districts can find acceptable, non-arbitrarily methods to proportionately balance staff and students.

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Appendix A

Exemplar Recruitment/Retention Plans For Culturally Diverse Educators in the State of Ohio

MT. HEALTHY CITY SCHOOLS
MINORITY EDUCATION HIGHLIGHTS FOR 1993-94

*M^2SE (Minorities in Mathematics, Science & Engineering). This was the third year of our district's participation in this after-school program sponsored by local corporations such as P & G, Cincinnati Bell, General Electric, etc. and the National Science Foundation. The program is designed to significantly increase the number of students of color who are motivated, prepared for and enter mathematics, science, engineering and technology career fields. Another of our elementary buildings entered the program for this past school year; that means that five out of our eight buildings are now on-line with the various activities that enrich their academic skills and cultural heritage. Many of the students have already received college scholarships and/or tuition vouchers.

*November 22, 1993, our high school participated in the Fifth Annual High School Minority Fair. Thirty of our students joined up with over 300 students from the Cincinnati and Dayton areas for the day-long activities at Wright State University in Dayton, Ohio. Students interacted with educators and students through panel discussion and one-on-one dialogue. Our keynote speaker was Ms. Linda L. Gibson-Tyson, Principal of Arlington Park Elementary School in Columbus, Ohio. The Fair will be held this fall at the University of Cincinnati on November 21 where our keynote speaker will be Dr. Louis Oates, Assistant Dean of U.C.'s College of Education.

*From February to April, approximately 150 African-American students in grades 7-12 attended an after-school math lab to enhance their math skills working with a team of math teachers. The programs were made possible through a grant from the Algebra Project for Systemic Mathematics Initiative.

*This past summer forty African-American students attended a summer institute at the University of Cincinnati. The institute was part of U.C's Emerging Ethnic Engineers Program funded by the National Science Foundation. If the students maintained a B average in their summer classes they were granted one year free tuition to the University of Cincinnati provided they enter a field in math, science or engineering. All but two of our students maintained a B average or better.

MINORITY RECRUITMENT PLAN FOR THE 1994-1995 SCHOOL YEAR

Columbus Public Schools

The Personnel Department remains focused on recruiting minority candidates from colleges and universities across the nation. This year the number of colleges will be scaled down to reflect the need for the coming school year. We will continue to maintain liaison with all schools so that placement officials will steer quality candidates our way. Our recruitment plan is multi-faceted and includes creative ideas from on the spot commitments to growing our own.

Plans are being developed to enact a unique minority recruiting agreement with Central State University-Central State/CPS Intern Project. Details are being worked out.

The Personnel Department works closely with the Grow Your Own Program (Columbus Educators of Tomorrow), Northland Teaching Academy and the Marion Franklin Teaching and Academy for Columbus High Schoolers (T.E.A.C.H.) to encourage students to enter the teaching profession.

The Grow Your Own Program involves interest groups in our high schools with a focus on minority youth, who are exploring a teaching career. The mission of Northland Teaching Academy is to prepare and encourage college-bound students to enter the teaching profession. The project was

developed in cooperation with CEA and OSU. The T.E.A.C.H. program actively involves interested students in participating in a tutoring/mentoring program with Koebel Elementary School.

Submitted by:

Janet E. Kearney

September 21, 1994

TROTWOOD-MADISON CITY SCHOOL DISTRICT
444 S. BROADWAY
TROTWOOD, OHIO 45426
(513) 854-3050 Ext. 13
(513) 854-3057 Fax

Minority Recruitment Activites:

Annual Career Planning and Placement Officers Day at Trotwood-Madison:

Participants include Montgomery County Area Personnel Directors and Career Planning and Placement officers from southwest and central Ohio. All Ohio colleges and universities offering teacher education programs are invited. The keynote speaker usually addresses a multi-cultural topic. The day includes lunch, a tour of the district and an invitation for all attendees to participate in the district's United Negro College Fund reception held that evening for visitors, staff and community members.

Ohio Minority Recruitment Consortium Educator Fair

Trotwood-Madison Senior High School juniors and seniors annually attend the OMRC student educator fair. 1993 Southwest Ohio OMRC Student Educator Fair was held at Wright State University.

Trotwood, Yours to Discover

Promoted the OMRC Student Educator Fair held at Wright State University on Continental Cablevision's Educational and Public Access channels on four different days in December, 1993. Lloyd Brown and two teachers from the Mt. Healthy School District, were featured guests. Wright State University's initiative Horizons in Education and a Wright State University education major were also featured during the program.

Custodian takes leave of absence to complete student teaching:

The district provides tuition reimbursement for both certified and classified staff members. A district custodian, who was initially hired as an educational aide, will take a leave of absent for the 1994-95 school year to complete his senior year and student teaching. An educational aide previously resigned to take an early childhood education position having finished her associates degree through Sinclair Community College.

Toledo Public Schools Manhattan and Elm Streets, Toledo, Ohio 43608/(419)729-8264-67

Human Resources

Teaching Personnel Department

TOLEDO PUBLIC SCHOOLS MINORITY RECRUITMENT ACTIVITIES

The Toledo Public Schools is an equal opportunity employer. We are dedicated to a policy of nondiscrimination in employment on any basis including race, color, religion, national origin, sex, age, handicap, martial status, or veteran status, and to conform to applicable laws and regulations.

The Personnel Directors of the Toledo Public Schools have and will continue to actively recruit qualified minority teachers from the following black colleges and universities:

1. Alabama A&M University
   Normal, AL
2. Central State University
   Wilberforce, OH
3. Florida A&M University
   Tallahassee, FL
4. Hampton University
   Hampton, VA
5. Norfolk State University
   Norfolk, VA
6. Jackson State University
   Jackson, MS
7. North Carolina Central University
   Durham, NC
8. Oakwood College
   Huntsville, AL

Recruitment for the Toledo Public School district was curtailed this past school year because of a hiring freeze throughout the district.

The Toledo Public School's effort in recruiting qualified minorities and others, has been supported by:

1. Toledo Public School district (provides the funds for extensive travel).
2. The NAACP.
3. Toledo Public Schools Future Teacher Organization.
4. The Toledo Black Educators Organization.

5. Faculty and Administrators in the Toledo Public Schools.

6. Churches and other community groups such as fraternities, sororities, and community businesses.

The following concerns and problems are all being addressed to improve our efforts and hopefully correct deficiencies.

1. The NTE has hampered many out of state students from being certified in Ohio.

2. We are looking at doing a much better job in spending funds to enhance our future teacher clubs and programs.

3. We are looking at offering one year contracts.

4. We are actively looking for community organizations to assist in providing travel for prospective teaching employees and in finding and providing housing for the newly recruited teachers.

5. The city of Toledo is in the process of organizing an urban league.

Enclosed is a list of the new teachers hired for the 1992/93, 1993/94 and 1994/95 school years along with the minority categorities.

Robert Conley, Director
Joseph O. Sansbury, Director
September 20, 1994

TOLEDO PUBLIC SCHOOLS
New Teachers

	1992/93	1993/94	1994/95
Total number of new teachers	127	128	93
Minority hires	29	15	7
Total number of new elementary teachers	51	71	39
Male elementary hires	12	9	5
Total number of new building subs	6 (+4 displaced teachers)	7.5 (+1.5 displaced teachers)	4
Minority hires	5 (+1 displaced teacher)	3.5	2
Total number of special education teachers	28	26	21
Minority hires	3	5	2

9/20/94

CLEVELAND HEIGHTS - UNIVERSITY HEIGHTS CITY SCHOOLS
MINORITY RECRUITMENT COMMITTEE

Report on Recruitment activities prepared for the OMRC Fall Meeting September 21, 1994

The Minority Recruitment Committee was formed as a outcome of our district's Strategic Plan which was initiated during the 1990-91 academic year. The committee was charged with the responsibility to increase the pool of minority candidates for professional employment in the CH-UH City Schools. Comprised of district employees and community members, the committee began its task in January, 1992. This school year signals the beginning of our third full year of recruitment activities.

Among the successes in recruitment activities sponsored by our committee are:

- The annual Teacher Recruitment Reception held each winter that is designed to attract prospective teacher candidates . In the first two years our attendance has almost doubled.
- A Job Search Skills Workshop presented as a component of our winter reception was a positive addition to this event. All feedback indicated that students valued the information and insights they gained at this session.
- Maintaining a local/regional focus in our on-campus recruitment efforts has proved to be very productive (All minority hires were local having attended local/regional colleges and universities).
- The addition of a Spring Reception with on-site interviews drew 67 prospective teacher candidates. All who attended were scheduled for an initial interview with a building administrator.
- Membership in the Greater Cleveland Teacher Recruitment Consortium has provided us with a valuable link to additional strategies, resources, and incentives in the area of minority recruitment.
- The establishment of a longitudinal database to track potential teacher

candidates and their employment status is allowing us to monitor the productivity of our recruitment efforts.

- **Strong support for the work of the Minority Recruitment Committee by the school district (We are a line item on the district budget) has allowed us to refine and expand our recruitment efforts.**

These are a few of the strategies and successes we have had in the past. As we embark on our third full year, we will continue to examine and refine our recruitment strategies to maximize our efforts.

Katie Manwell
Minority Recruitment Committee
Chairperson

THE OHIO MINORITY RECRUITMENT CONSORTIUM

ELEVENTH ANNUAL FALL MEETING
Wednesday, September 21, 1994

TO: PARTICIPANTS IN FALL MEETING

RE: PROPOSED SPEAKER FOR THE OMRC SPRING CONFERENCE - THURSDAY, MARCH 9, 1995

Dr. June A. Gordon:

Educational Foundations & Administration
Woodring College of Education
Western Washington University
Bellingham, Washington

Topics:

1. Students of Color and The Field of Teaching - Report of A 2-YEAR STUDY: The Vicinities of Cincinnati, Ohio, Logan Beach, California Seattle, Washington
   "Why Students of Color Are Not Entering the Field of Teaching - Reflections from Minority Teachers"

2. Fundamental Issues for Minority Teachers and Multicultural Teacher Education.

THE BLADE: TOLEDO, OHIO ■ WEDNESDAY, JUNE 22, 1994

Teaching effort seeks to recruit more minorities

BY ANGELA TOWNSEND
BLADE STAFF WRITER

Under a new federal initiative, Toledo will soon receive nearly $42,000 to create a pilot program designed to boost the number of minorities in teaching.

The program will be part of President Clinton's three-year national service initiative, AmeriCorps, to be launched in September. Toledo and five other cities were awarded a combined $250,000 planning grant to work with the Council of Great City Schools based in Washington, D.C., to help attract more minorities into teaching.

The Clinton Administration this week announced the first phase of programs that will be a part of AmeriCorps, a domestic Peace Corps-type program signed into law by Mr. Clinton last year. The collaboration of Toledo and the other cities with CGCS is one of 58 programs approved by the White House.

The programs were selected by the Corporation for National Service from hundreds of applicants.The federally-financed corporation will eventually provide the programs with a total of $47 million.

Service projects involving more than 7,000 AmeriCorps members in 47 states and the District of Columbia will represent the first of what is expected to be as many as 200 AmeriCorps programs by the end of the year.

The CGCS program has been described as part of a major initiative to improve the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce. Cities will work with CGCS to design and implement a teacher recruitment and development program.

"The general goal is to create more opportunities through national service for minorities to pursue teaching careers in urban schools," Michael Casserly, executive director of CGCS, said yesterday.

Philip J. Rusche, dean of Education and Allied Professions at the University of Toledo, wrote Toledo's portion of the $250,000 grant proposal.

And Toledo Public Schools Superintendent Crystal Ellis wrote a letter earlier this year pledging his support for the proposal.

Dr. Rusche said that he hopes Toledo will recruit between 20 and 30 people as AmeriCorps participants.

A local steering committee will soon meet and use the nearly $42,000 allocated here to begin planning a pilot program for Toledo, Dr. Rusche said. That committee will likely consist of representatives from the university, Toledo Public Schools, and CGCS.

Toledo's part of the grant proposal called for increasing the numbers of educational role models and mentors in city schools, as well as getting at least 20 parents to become educational aides, mentors, and community service representatives, said Myung Lee, program officer for the Corporation of National Service. Program recruits would also include college students.

Toledo will have up to one year to create a pilot program. Mr. Casserly said a city could begin implementing a program with the planning money as soon as this fall.

After the cities create a proposal to expand the program to other urban cities, they will go back to the Corporation for National Service within the next few months with a grant proposal asking for at least $4 million, Dr. Rusche said.

Toledo's future share of that money is uncertain, he said.

The Council of Great City Schools is a membership organization that represents 47 of the largest school systems in the United States. The organization devotes itself to the advancement of education in inner city public schools through public legislative advocacy, research, and information exchange. Its membership serves over 5 million inner-city school children.

In addition to Toledo, Philadelphia; Denver; Omaha, Neb.; Los Angeles-Long Beach, and Washington, D.C., will create pilot programs with CGCS.

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Need seen for more minority teachers

BY TONY BASSETT
BLADE STAFF WRITER

Crystal Ellis, superintendent of Toledo Public Schools, remembers going to school in Springfield, O., and not having one minority teacher from first grade through his senior year in high school.

Though he left that school system more than 40 years ago, Mr. Ellis now sees a serious decrease in the number of minority teachers in Ohio, and especially in Toledo.

Tuesday, the Toledo board of education approved Mr. Ellis's recommendation that $25,000 be put back into the budget to recruit teachers, especially minorities.

"When I first came here [in 1984], about 24 per cent of the teachers were minorities," Mr. Ellis said. "Today there's only about 17 per cent, and it could get lower."

Mr. Ellis blamed the decrease on retirements and the bad rap teaching has developed in recent years.

"In the late '50s and early '60s, the window of opportunity expanded, and minorities began to be accepted in the field of education," he said. "But now, those people are leaving because they have completed their 30-year time line.

"In the '70s and '80s, other professions began to open up as well, and our mentality about education got worse at the same time. We've beaten up on education so bad . . . with all the talk about how bad our students are, why would anybody want to choose education as a career? But we've got some good students and other people in our school system, and we've got to make prospective teachers aware of that."

He also said Toledo has had a tough time recruiting minorities because of budget cuts, hiring freezes, and stiff competition from other districts nationwide.

Board member Brenda Facey suggested a "grow your own" program in which local minority students would be encouraged to enroll in education at nearby colleges and universities, and then be funneled into the local school system. Mrs. Facey said a committee is formulating an outline for such a program.

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Minority teachers a precious commodity

By Julie R. Bailey
Dispatch Staff Reporter

Franklin County suburban school districts are finding that recruiting minority teachers is not a simple task.

Relying on minority parent groups, college fairs, word-of-mouth referrals, and advertising in black newspapers and national education magazines, many school officials say they struggle to bring minority teachers to their districts.

Lewis Stemen, director of personnel for Pickerington schools, said small districts such as his have difficulty competing against larger ones.

"When there is a young adult right out of college with no ties, it's sometimes more enticing to take a job in a larger district that's in a warmer climate," Stemen said.

> *"It's sometimes more enticing to take a job in a larger district that's in a warmer climate."*
>
> **Lewis Stemen**
> *Pickerington schools*

Minorities make up 1.6 percent of Pickerington's teaching staff this school year.

Minorities include blacks, Hispanics, Asians and American Indians.

Last school year, Stemen sent letters to nearly 60 predominantly black colleges east of the Mississippi River after attending a black college fair and picking up a brochure that listed the colleges.

He received only two responses but plans to send letters again for next school year.

One of the Worthington school district's goals is to increase its minority recruiting and hiring, said Shirley Vidmar, a placement specialist for the district. Minorities make up 4 percent of the district's teachers and administrators.

Vidmar said the district is part of a Franklin County consortium started in 1992 called the Alliance for the Recruitment of Diverse Educators. Its goals include sharing tips on minority candidates and providing support systems for new teachers.

Hiring minority teachers is more than just filling quotas or matching the percentage of minority teachers to the percentage of minority students in a school, said B.J. Bryant, who organized the alliance.

"I believe strongly that children of all races and ethnic backgrounds need to see role models of all races and ethnic groups," said Bryant, director of student development and career services for the Ohio State University College of Education.

Bexley Superintendent Philip Tieman announced last month that his district is stepping up efforts to increase the number of minority teachers. Minorities make up less than 1 percent of the teaching staff.

Besides going to job fairs, the

Please see **TEACHERS** *Page* **2B**

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district is involving the community in its recruiting.

Bexley resident Michelle Charity, who heads the minority recruitment group, said it's important for students to see minorities in teaching and administrative positions. "Many of the kids from this community are going to be the movers and the shakers. ... It's more important that they have minority role models they can look up to now so they will be able to deal with their employees and their co-workers in the future," she said.

Canal Winchester, a small rural district that is growing rapidly, has no minorities on its 65-member teaching staff. The district has eight Asian and eight black students among its enrollment of 1,108.

Few minority candidates have applied, Superintendent Vernon Noggle said. "I can't remember when I have interviewed a minority for an opening. ... We neither discourage nor encourage them to apply."

Because the district uses the pool of substitutes provided by the Franklin County Board of Education, minority teachers are among those called in to work, Noggle said.

Roger Wolfe, assistant superintendent at Whitehall, said his school district lost three minority teachers this year — two to neighboring districts and one to retirement. Minorities make up 1.5 percent of the district's teachers. The school board recently approved a hiring freeze to save money.

Districts such as Gahanna-Jefferson and Westerville are using the multicultural program A World of Difference to teach cultural diversity.

A World of Difference encourages people from various cultures to recognize their prejudices and become sensitive to the needs of others.

But while Gahanna-Jefferson is continuing to diversify its staff, it is not trying to fill quotas, Superintendent John Sonedecker said.

"First, we are looking for quality people, whether they're orange, green, black or white. But in terms of racial and ethnic balance, we still have a way to go."

Seeking minority teachers

Many suburban school districts in Franklin County recruit minority teachers but say they still have difficulty achieving as much diversity as they would like on their staffs.

School district	No. of minority teachers	Total no. of teachers
Bexley	1	173
Canal Winchester	0	65
Dublin	1	580
Gahanna-Jefferson	17	443
Grandview Heights	1	89
Groveport Madison	3	343
Hilliard	6	433
New Albany-Plain Local	0	61
Pickerington	5	312
Reynoldsburg	5	286
South-Western	24	967
Upper Arlington	5	389
Westerville	7	752
Whitehall	3	197
Worthington	30**	754**

* 1993-94 school year

** Includes administrators and other certified staff members.

Source: school districts — Dispatch graphic

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